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ABSTRACT

The Maryland School Performance Program released six sample tasks to illustrate the types of assessment tasks that would appear on the 1992 Maryland School Performance Assessment Program (MSPAP). Students' responses to these tasks are open-ended; that is, students generate their own responses. A wide range of responses to each task is acceptable. This document contains sample tasks in the area of social studies and language usage at the eighth grade level. This particular sample involves a series of activities that require student responses to materials concerning the concept of basic needs and ways groups meet those needs. Sample scoring tools for the activities contained in this assessment are included. Additional information concerning the scoring of student responses in the MSPAP also is provided. (DB)

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ED349205

1992
Maryland School Performance Assessment Program

SAMPLE TASK AND SCORING TOOLS

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GRADE 8

SOCIAL STUDIES
READING
WRITING
LANGUAGE USAGE

Produced by the
Division of Instruction
for the
Maryland School Performance Program

February 18, 1992

SO 022 286

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INTRODUCTION

The Maryland School Performance Program is releasing six sample tasks to illustrate the types of assessment tasks that will appear in the 1992 Maryland School Performance Assessment Program (MSPAP). These sample tasks are accompanied by sample scoring tools.

The six sample tasks and tools can be used together as a complete package or individually. Sample tasks illustrate assessment activities in each MSPAP content area and most types of integration of content areas that will appear in the 1992 MSPAP. They provide selected illustrations rather than represent all of the types of assessment activities and scoring tools that will appear in the 1992 assessment. Sample tasks include:

- Grade 3 — Science/Reading/Writing/Language Usage
- Grade 3 — Social Studies/Language Usage
- Grade 5 — Reading/Writing/Language Usage
- Grade 5 — Social Studies/Reading/Language Usage
- Grade 8 — Mathematics/Science
- Grade 8 — Social Studies/Reading/Writing/Language Usage

The 1991 MSPAP sample tasks portray assessment activities and scoring tools that continue to be relevant to the 1992 assessment. These resources and the 1992 sample tasks and tools are intended to inform teachers, parents, and students about 1992 MSPAP assessment activities and scoring tools.

Maryland School Performance Assessment Program — 1992

Grade 8 Social Studies/Reading/Writing/Language Usage

Preassessment Activity:

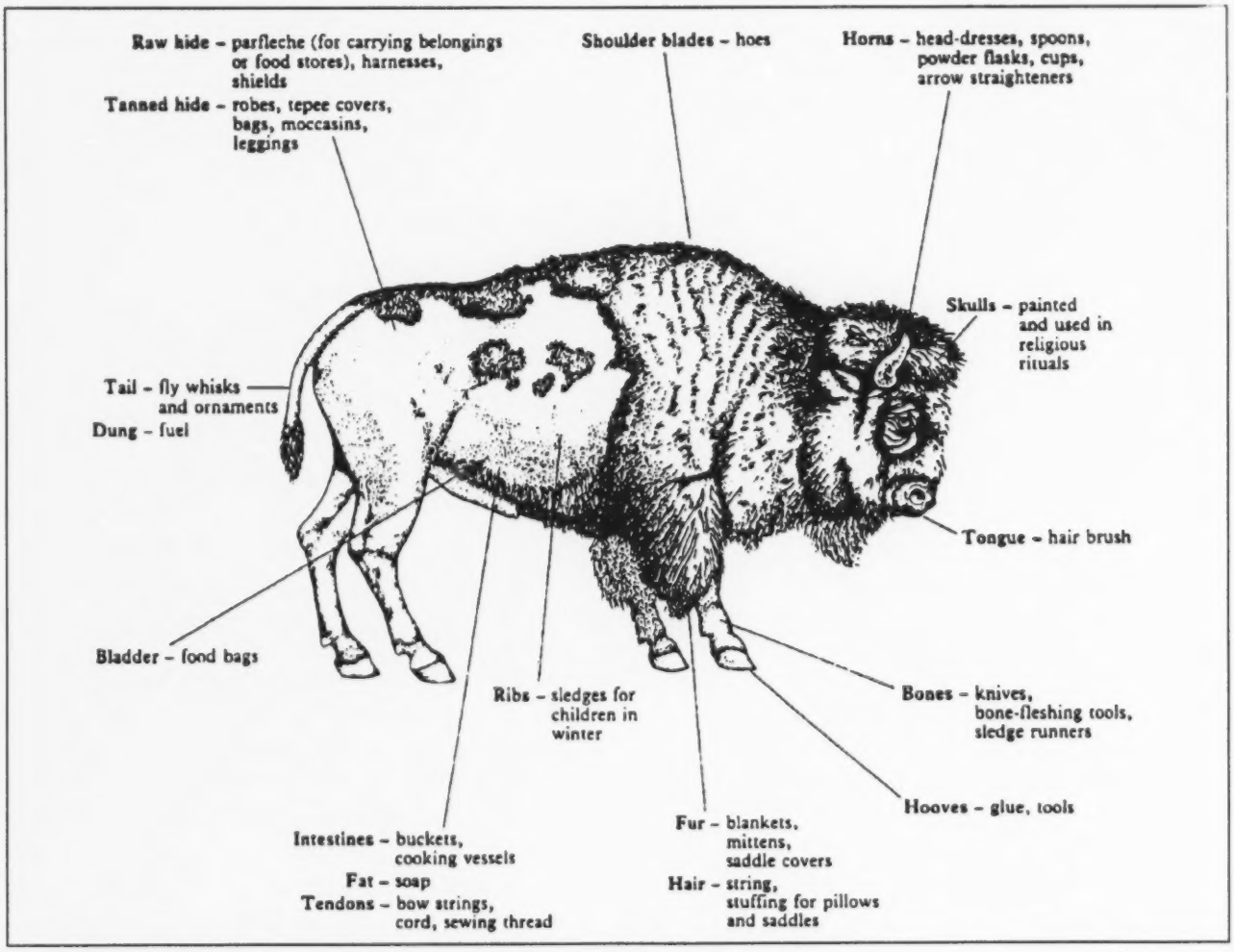
The purpose is to clarify the concept of basic needs and ways groups meet those needs.

TEACHER READS ALOUD AS STUDENTS READ TO THEMSELVES: The basic needs of humankind have always included food, clothing, and shelter. Individuals and groups have used a variety of means during different time periods and in different places to meet their needs and wants.

Work in pairs to examine the diagram. With your partner, determine the value of the buffalo to people who used it to meet their needs and wants. Take 5 minutes for your discussion.

Follow-up Discussion (TEACHER READS):

- **What did you discover about how people used the buffalo?** (Sample answers: hooves as glue, intestines as buckets)
- **Which needs and wants of people were not addressed in this diagram?** (Sample answers: language, food, religion, etc.)


Raw hide – parfleche (for carrying belongings or food stores), harnesses, shields
Tanned hide – robes, tepee covers, bags, moccasins, leggings
Shoulder blades – hoes
Horns – head-dresses, spoons, powder flasks, cups, arrow straighteners
Skulls – painted and used in religious rituals
Tail – fly whisks and ornaments
Dung – fuel
Tongue – hair brush
Bladder – food bags
Ribs – sledges for children in winter
Bones – knives, bone-fleshing tools, sledge runners
Hooves – glue, tools
Intestines – buckets, cooking vessels
Fat – soap
Tendons – bow strings, cord, sewing thread
Fur – blankets, mittens, saddle covers
Hair – string, stuffing for pillows and saddles

Assessment Activity:

During our nation's history, conflict has occurred when people attempted to meet differing needs and wants by using the same resources. One example involved Indian peoples and other groups. While some groups and tribes of Indian people lived settled lives, others remained nomadic for hundreds of years. Many needs of the nomadic groups and tribes were fulfilled by the American bison, or buffalo. Problems arose when other people began using the buffalo to meet their needs and wants as well.

As you read the following statements, think about the basic needs and wants of Indian peoples and the actions taken to meet those needs.

Source A
Tall Bull:

"We never did the white man any harm; we don't intend to . . . . We are willing to be friends with the white man . . . . The buffalo are diminishing fast. The antelope, that were plenty a few years ago, they are now thin. When they shall all die we shall be hungry; we shall want something to eat, and we will be compelled to come into the fort." (Tall Bull in Dee Brown, **Bury My Heart at Wounded Knee,** Holt, Rinehart, and Winston, Inc., 1971)

Activity 1:

You have just read a statement from Tall Bull, or Tonkahaska, a leader of a Cheyenne Indian society called the Dog Soldiers.

- **What was the basic need expressed in Tall Bull's statement? Which of the phrases he used helped you to identify the need?** [Economics]

The following statements from other historical sources will help you learn more about the relationship of basic needs and wants to actions taken to meet those needs and wants.

Source B
General Philip Sheridan, U.S. Army:

"[The buffalo hunters] have done in the last two years and will do more in the next year [1876] to settle the vexed Indian question, than the entire regular army has done in the last thirty years. They are destroying the Indian's commissary[a military store], and it is a well-known fact that an army losing its base of supplies is placed at a great disadvantage. Send them powder and lead, if you will; for the sake of a lasting peace, let them kill, skin and sell until the buffaloes are exterminated." (General Sheridan in J.R. Cook, **The Border and the Buffalo,** Lakeside Press, 1938)

Source C
Black Elk:

"That fall [1883], they say, the last of the bison herd was slaughtered by the Wasichus[white men]. I can remember when the bison were so many that they could not be counted, but more and more Wasichus came to kill them until there were only heaps of bones scattered where they used to be. The Wasichus did not kill them to eat; they killed them for the metal that makes them crazy[money], and they took only the hides to sell." (Black Elk in J. Niehardt, **Black Elk Speaks,** William Morrow and Company, 1932)

Source D
Teddy 'Blue' Abbot:

"When it got dark they would quit, leaving maybe ten or twenty carcasses. Next spring they would just lie there on the prairie and rot, hides and all. It was a waste. All this slaughter was a put up job on the part of the government to control Indians by getting rid of their food supply."(Teddy 'Blue' Abbot in E.C. Abbott and H.H. Smith, **We Pointed Them North**, University of Oklahoma Press, 1966)

Activity 2

When thinking about the sources you just read, you will notice that some of the statements express similar points of view, while others express conflicting points of view. Reread Tall Bull's statement. [Skills and Processes]

Step A

Decide which other statement shows the greatest agreement with his point of view and explain the reasons for your answer.

Step B

Decide which statement seems to disagree most with his point of view and explain the reasons for your answer.

Activity 3

Based on the information in the sources, explain what you think happened to the groups of nomadic Indians who lived in North America in the 19th century, and why it happened.
[Skills and Processes]

Buffalo diagram and sources A, B, C, and D:
Rees, R.A. and Styles, S.J. (1986). *The American West 1840 - 1895.* Essex, England: Longman Group UK, Ltd.

Activity 4

Are the quotes in sources A, B, C, and D primary or secondary sources? Explain how you know which they are.

Activity 5

Your social studies teacher wants to know why it is important to understand the difference between primary and secondary sources. Write your response in a paragraph and use an example from another time period in American history to help you illustrate the difference. Because your paragraph will be read by your teacher, be sure it is clear and complete. Also, check for correct spelling, grammar, punctuation, and capitalization. [Skills and Processes] [Language Usage]

Activity 6

- **Read each sentence below. If you agree with the sentence, put an X under "Agree." If you don't agree with the sentence, but an X under "Disagree." If you are not sure, put an X under "Undecided."** [Indication of Perceived Difficulty]

	AGREE	DISAGREE	UNDECIDED
I knew how to use the sources to answer the questions			
Using the sources helped me to answer the questions			
It was easy to use the sources to answer the questions			

Activity 7:

The activity you just completed showed that meeting needs and wants might lead to problems. Now, examine the following maps which will help you to determine where these problems and actions occurred and which Indian peoples were involved. [Geography]

Step A

Identify and describe the region in which the problems occurred. Be sure to include at least three physical features of the region.

NORTH AMERICA:

THE DISTRIBUTION OF THE BUFFALO

NORTH AMERICA:

INDIAN TRIBES

NOTE:
INDIAN BOUNDARIES SHIFTED CONSTANTLY. THE LOCATIONS INDICATE THE PERIOD OF FIRST WHITE CONTACT, WHICH WAS USUALLY THE 17TH CENTURY IN THE EAST AND THE 18TH AND 19TH CENTURIES IN THE WEST.

Step B

The groups of Indian peoples in this region were described as nomadic. Why did they move from place to place?

Step C

Select and name a group of Indian peoples that did not live in this region. How did this group meet its needs and wants? What resources might they have used? Why?

Step D

Explain one way the maps helped you to arrive at these answers? [Metacognition]

Activity 8:

Sometimes, new knowledge becomes available that may cause us to rethink what we have already learned about a topic. The following statement may add to your knowledge of the problems of Indian peoples and other groups.

Source E:

It has been claimed by some authors that the Indians killed with more judgment and more care for the future than the white man, but I fail to find any evidence that such was ever the fact. They all killed wastefully, wantonly, and always about five times as many head as were really necessary for food....

It is absolutely certain that if the Indians... had not been induced to take and prepare a large number of robes every year for the market, the species would have survived much longer than it did. But the demand proved to be far greater than the supply. The Indians, of course, found it necessary to slaughter annually a great number of buffaloes for their own wants—for meat, robes, leather, teepees, etc. When it came to supplementing this necessary slaughter by an additional fifty thousand or more every year for marketable robes, it is no wonder that the improvident[wasteful] savages soon found, when too late, that the supply of buffaloes was not inexhaustible.... Let it be remembered, therefore, that the American Indian is as much responsible for the extermination of our northern herd of bison as the American citizen.

(Hornaday, William T. "Extermination of the American Bison" 480-490, quoted in Roe, Frank Gilbert (1951), **The North American Buffalo,** Canada: University of Toronto Press.)

Step A

How does the information in this passage add to your understanding of what happened to groups of nomadic Indian peoples in 19th century North America? [People of the Nation and World]

Step B

Explain whether or not the author's point of view in Source E supports any of the other authors in the sources you read earlier. [Skills and Processes]

Step C

Think about all of the information you have analyzed in the sources provided. What conclusions can you draw about the effects of choices people make to meet their needs and wants? Be sure to include information about both short-term and long-term considerations. [Economics]

Step D

Draw a circle around the number below that shows how easy or how hard it was for you to complete the activities in this task. [Indication of Perceived Difficulty]

1	2	3	4	5
very easy	somewhat easy	about average	somewhat hard	very hard

READING TO BE INFORMED

WRITING TO PERSUADE

BRIDGE (TEACHER READS):

You have read and thought about how Indian peoples used the buffalo for certain needs and wants and how other people used the buffalo for their needs and wants.

Everyone in every period of history has had needs and wants that were important. You, too, have needs and wants which are important to you. Take two (2) minutes to make a list of the five (5) most important needs in your life. Write your list on your paper.

[Allow two (2) minutes]

Now, share your list with your partner. Listen carefully to what your partner has to say and note how your partner's needs and wants are similar to or different from yours.

[Allow two (2) minutes]

TRANSITION:

You have seen that even in a classroom of students there are differences and similarities about what individuals consider to be their needs and wants. When groups of individuals have differences in what they feel are their needs and wants, such as those that you read about concerning the buffalo, conflict often results.

The article which you will read now describes another conflict. It is one which takes place in an entirely different location and has continued into the present. As you read, think about how the conflict described in this article can be compared with the conflict involving the buffalo. Also, think about other conflicts that might be similar.

"The Potomac River 'Oyster War'" by Catherine Plude

Source: Cobblestone, September 1986, pages 36 - 37

One of the longest local conflicts in the history of America has taken place over the past three centuries in the lower Potomac River. Known in the tidewater area as the "oyster war," the dispute has been primarily one between the oystermen of Maryland and those of Virginia.

King Charles I of England actually started this fishermen's feud in 1632, when he granted to his friend George Calvert (the first Lord Baltimore) the area that was later to become the state of Maryland. The southern boundary of that proprietary grant was the Potomac River, right up to the low-water mark on the Virginia shore.

Disagreements over fishing and navigation rights on the river began almost immediately, while Virginia and Maryland were still colonies. After the Revolutionary War, in 1785, delegates from the two new states met at Mount Vernon and drafted a treaty, the terms of which gave Virginia the right to fish on the Potomac in exchange for Maryland's free passage through the Virginia-owned capes into Chesapeake Bay. (Free navigation rights for all states were guaranteed by the Constitution four years later.)

Although Maryland theoretically still had complete sovereignty over the Potomac, it became the practice for both Virginia and Maryland to legislate laws regarding fishing and shellfishing. Sometimes these laws were in conflict. Serious trouble began in the 1930s when Maryland, concerned about depletion of the rich Potomac oyster beds, passed a law restricting oyster fishing to hand tonging. Tonging (using long-handled tonglike devices for plucking oysters from their beds) is a long and laborious proc-

PICTURE ON PREVIOUS PAGE:

Dredging is a speedy way of collecting oysters. However, the large scooplike devices used in dredging can damage oyster beds and reduce future harvests.

ess. The alternative method, dredging, uses scooplike devices. Dredging is much faster, and the yield is considerably greater than with tonging, but dredging damages the oyster beds and drastically reduces future harvests.

Because the regulation against dredging decreased their profits, and also because they simply resented the Maryland law, some Virginia oystermen continued to dredge. They usually did this at night along the Virginia shoreline, where they could sneak into Virginia-owned coves and tributaries if a Maryland patrol boat was spotted. Over the years, these poaching incidents increased, and Maryland added more patrol boats to its Potomac fleet. Some eventually were equipped with machine guns, which the Maryland Marine Police used to cripple poachers' boats by hitting their engine blocks. (Virginia's poaching boats were high powered and very fast; they usually escaped unless they were disabled.)

In 1956, a particularly serious shooting incident occurred in which a Maryland inspector was wounded. The following year, the Maryland legislature decided to repeal the Potomac River Compact of 1785, contending that it had been breached by the state of Virginia and was no longer valid. A new statute gave Maryland sole jurisdiction over Potomac fishing and shellfishing, required Virginia fishermen to purchase Maryland licenses, and stated that violators must be tried in Maryland courts. Virginia was outraged and sued the State of Maryland on the ground that it had no right to repeal the 1785 compact. Virginia then asked the Supreme Court to hear the case.

The Supreme Court, after listening to the arguments from both sides, requested that the two states attempt an out-of-court settlement. The legislatures of both states eventually approved a new compact, but before it went into effect, a Virginia oysterman was killed in another exchange of gunfire.

The new Potomac River Compact did not alter the fact that Maryland owns the river. It did, however, establish a bistate commission, called the Potomac River Fisheries Commission, which was given broad regulatory powers over Potomac fishing and shellfishing. The commission is composed of six members, three from the fishing commissions of both states. Licenses for Potomac fishing and shellfishing must now be purchased from this commission rather than from either of the two states. Another change is that river police from each state have the right of "hot pursuit"—that is, they can pursue a poacher, for the purpose of arrest, into a tributary belonging to the other state.

The new compact seems to be working well, and there have been no further shooting incidents. According to Bill Sieling, natural resource manager for the Maryland Department of Natural Resources, the compact's success has been due not only to "strong and able leadership," but also to the fact that the oystermen of both states are determined that it must work. It appears that the "oyster war" has finally ended.

GLOBAL UNDERSTANDING

Activity 9

In your own words, describe "The Potomac River Oyster War," including who was involved and why there were problems.

LANGUAGE USAGE
DEVELOPING INTERPRETATION

Activity 10

Your friend doesn't understand what the Virginians were doing that was wrong. Write a note to your friend telling what illegal type of oyster collecting method was being used by Virginians. Based on the article, tell why the Virginians preferred that method and why it was declared illegal. Because your note will be read by your friend, be sure your note is clear and complete. Also, check for correct spelling, grammar, punctuation, and capitalization.

PERSONAL RESPONSE/DEVELOPING INTERPRETATION

Activity 11

Do you think that the Maryland law in 1957 helped to settle the oyster conflict? Support your answer with information from the article.

PERSONAL RESPONSE/DEVELOPING INTERPRETATION

Activity 12

There are other conflicts over scarce resources in the world. Write a a paragraph or develop a graphic organizer/flow chart to compare the conflict over the oysters to another conflict over a scarce natural resource other than the buffalo.

CRITICAL STANCE/DEVELOPING INTERPRETATION

Activity 13

Do you think the author of this article had a bias toward either Marylanders or Virginians? Support your answer with references to information included in the article, information omitted from the article, and the language in the article.

WRITING TO PERSUADE
LANGUAGE USAGE

Activity 14

PROMPT

Your class has been studying how conflict has helped to shape historical events. You have learned that there are both similarities and differences in the nineteenth century conflict over the buffalo and the twentieth century conflict over the Potomac River oysters.

An argument has arisen in class. Some students believe that twentieth century methods for resolving conflict, like those used for resolving conflict between Maryland and Virginia oystermen, would have helped to avoid the destruction of the buffalo. Some students do not believe that twentieth century methods for resolving conflict would have worked at all. Decide what you believe. Take a firm stand.

You have been asked to participate in a panel presentation focusing on the relationship between conflict and satisfying needs and wants. You will be expected to write a speech persuading other students to accept your viewpoint about the answer to the following question:

WOULD TWENTIETH CENTURY METHODS FOR RESOLVING CONFLICT, LIKE THOSE USED IN THE DISPUTE BETWEEN MARYLAND AND VIRGINIA OYSTERMEN, HAVE HELPED TO AVOID THE DESTRUCTION OF THE BUFFALO?

PREWRITING

Think about the needs and wants of the nomadic Indian peoples in the nineteenth century. Think about issues which led to the destruction of the buffalo. Think about the needs and wants of people who lived in the Potomac River region in the twentieth century and the issues which threatened their livelihood. Think about how each set of conflicts was resolved and if anything could have been done differently to avoid the destruction of the buffalo. Use information from your reading and consult the sources, chart, diagrams, and maps to help you write your speech persuading other students to accept your point of view.

As you write, you may want to try making a list, web, or diagram to come up with ideas about whether or not twentieth century methods for resolving conflict, like those used for resolving conflict between the Maryland and Virginia watermen, would have helped to avoid the destruction of the buffalo.

DRAFTING

Use these ideas to write a rough draft of your speech.

REVISING

Read your rough draft and think about what you have written. Imagine that you are a member of the audience listening to your speech.

Think about the questions below—

1. Does the speech persuade others to accept your point of view about whether or not twentieth century methods of resolving conflict would have helped to avoid the destruction of the buffalo?
2. Is your argument based on what you have learned about the relationship between conflict and satisfying needs and wants?
3. Does your argument include information from your readings, charts, diagrams, and maps?

- After you have thought about how well your speech answers these questions, get some more information from your partners to help improve your writing. Follow the directions on the Peer Response Form.

- Now that you have had the chance to think about your writing and get additional information from your partners, it is time to revise your speech.

PROOFREADING

Look over your writing. Since all speeches given in the panel presentation will be published in the school newspaper, be sure your speech is clear and complete. Also, check for correct spelling, punctuation, grammar, and capitalization. Proofread your speech now using the Proofreading Guidesheet. Make any necessary corrections on your revised copy.

PEER RESPONSE FORM

Directions:

1. *Ask your partners to listen carefully as you read your rough draft out loud.*
2. *Ask your partners to help you improve your writing by telling you the answers to the questions below.*
3. *In the space provided, jot down notes about what your partners say.*

A. What did you like best about my rough draft?

B. What did you have the hardest time understanding about my rough draft?

C. What else can you suggest that I do to improve my rough draft?

Use this space to write additional comments

The 1992 Maryland School Performance Assessment Program: Scoring Student Responses

As in 1991, the 1992 Maryland School Performance Assessment Program (MSPAP) is made up of performance tasks. Students' responses to these tasks are "open-ended"; that is, students generate their own responses. A wide range of responses to each task is acceptable. Some responses receive full credit, some partial credit, and some no credit, depending upon the quality of the response. Responses to MSPAP tasks are scored by trained readers, unlike multiple choice items which can be scored by machine. One of three kinds of scoring tools is used to assign scores to student responses in the MSPAP:

Scoring Rubric: A score scale (the number of points that can be given) and set of descriptions of response characteristics and quality for each score point. MSPAP rubrics describe what students know and can do in terms of particular outcomes for each of the MSPAP content areas. A rubric may be used to score responses or may serve as a "blueprint" for briefer scoring tools that fit particular activities. The Maryland Writing Test and other essay tests are scored using rubrics.

Scoring Rule: A smaller score scale and brief set of descriptions for each score point which might be considered a condensed rubric.

Scoring Key: An activity-specific score scale and set of descriptions.

Scoring rubrics and rules may be used to score responses to different activities in a MSPAP content area. Scoring keys apply to single assessment activities. Regardless of which scoring tool is used, the number of levels of performance likely for that activity determines the number of possible score points in the tool. MSPAP scoring tools may have as many as seven score points (0, 1, 2, 3, 4, 5, 6) or as few as two (0, 1).

Scoring rubrics are used for: a) writing; b)extended reading responses; c) responses intended to measure the mathematics strands of problem-solving, communication, reasoning, and connections; and d) and some science and social studies responses.

Typically, a scoring rule is used to score brief responses for language usage, a single reading stance or mathematics content area, and some science or social studies activities.

Scoring keys are used most often for scoring responses when a specific product or range of information is sought. Unlike some "answer keys," however, MSPAP scoring keys reflect the language of the State Board-adopted outcomes for the content area being assessed.

Other resources that are used to help make score decisions include sample responses for which "true scores" have been reached by consensus by Maryland educators. These are called "rangefinding" or "anchor" responses. They are models of responses at each score point of a scoring tool.

Integration of content areas in MSPAP tasks requires that some responses be scored multiple times for different content areas and outcomes. For example, essays in the MSPAP are scored once for a writing purpose and once for language usage. Similarly, other responses may be scored once to contribute to a mathematics outcome score and a second time to contribute to a science outcome score. This process is referred to as "successive" scoring. Sometimes a single key or rule may be applied which permits the measurement of outcomes from more than one content area. This process is referred to as "simultaneous" scoring. The sample integrated tasks provide examples of both successive and simultaneous scoring for different content areas. In successive scoring the score in one area does not impact the score in the other. Also, successive scores are not given by the same individual, except in the case of writing and language usage scores for responses to writing prompts.

SAMPLE SCORING TOOLS

Grade 8 Social Studies/Reading/Writing/Language Usage

Activity 3
Social Studies — Skills and Processes

2 = The response provides considerable evidence of the ability to define and clarify problems drawn from history and to draw conclusions based on available data.

1 = The response provides adequate evidence of the ability to define and clarify problems drawn from history and to draw conclusions based on available data.

0 = Other

Activity 7: Step C
Social Studies — Geography

2 = The response gives considerable evidence of the ability to evaluate the way humans modify their physical setting to meet economic needs. The response does this by naming a group of Indian peoples, explaining more than one way the group met its wants and needs, what resources they might have used, and why.

1 = The response gives adequate evidence of the ability to evaluate the way humans modify their physical setting to meet economic needs. The response does this by naming a group of Indian peoples, explaining at least one way the group met its wants and needs, and indicating at least one resource the group might have used. The response may not explain why that resource might have been used.

0 = Other

Activity 8: Step A
Social Studies — Peoples of the Nation and World

2 = The response gives considerable evidence of the ability to evaluate consequences of decisions that promoted peace or precipitated conflict. The response does this by providing specific examples and generalizations connected with information from previous sources read.

1 = The response gives adequate evidence of the ability to evaluate consequences of decisions that promoted peace or precipitated conflict. The response does this by providing specific examples and only using information from this text.

0 = Other

Activity 12
Reading to Be Informed: Developing Interpretation/Personal Response

3 = The response (paragraph, graphic organizer, flow chart) compares text-based conflict with another conflict over scarce natural resource; the response extends literal information in the text.

2 = The response compares text-based conflict with another conflict over scarce natural resource; the response is limited to literal information in the text.

1 = The response provides some evidence of constructing meaning, demonstrated by references to relevant text information but either 1) graph is not highly developed or 2) paragraph does not have explicit connections between text-based conflict and another conflict.

0 = Other

Activity 13
Reading to be Informed: Developing Interpretation/Personal Response/Critical Stance

3 = Opinion stated and supported with multiple ideas from the text and substantial inferences supported by references to the text and the language of the text.

2 = Opinion stated and supported with some ideas from the text and some inferences supported by references to the text and the language of the text.

1 = Opinion stated with general references to text or opinion implied with some support.

0 = Other

PROMPT
SCORING RUBRIC: WRITING TO PERSUADE

3 points: Development: The writer identifies a clear position and fully supports or refutes that position with relevant personal and/or factual information.

Organization: the writer presents an organizational plan that is logical and consistently maintained.

Attention to Audience: The writer effectively addresses the needs and characteristics of the identified audience.

Language: The writer consistently uses language choices to enhance the text.

2 points: Development: The writer identifies a clear position and partially supports or refutes that position with relevant personal and/or factual information.

Organization: The writer presents an organizational plan that is logical and maintained, but with minor flaws.

Attention to Audience: The writer adequately addresses the needs and characteristics of the identified audience.

Language: The writer frequently uses language choices to enhance the text.

1 point: Development: The writer identifies a position, yet that position lacks clarity. The writer tries to support or refute that position with relevant personal and/or factual information.

Organization: The writer presents an organizational plan that is only generally maintained.

Attention to Audience: The writer minimally addresses the needs and characteristics of the identified audience.

Language: The writer sometimes uses language choices to enhance the text.

0 points: Development: The writer identifies an ambiguous position with little or no relevant personal and/or factual information to support that position; or, the writer fails to identify a position.

Organization: The writer presents an argument that is illogical and/or minimally maintained.

Attention to Audience: The writer does not address the needs and characteristics of the identified audience.

Language: The writer seldom, if ever, uses language choices to enhance the text.

Codes:

A: Blank — There is no response.

B: The writer's response is off-task and/or off-topic. It does not address the question that was asked.

C: Unscorable — The writer's response cannot be read (e.g., it is illegible, incomprehensible).

D: Copied from test text.

LANGUAGE IN USE RUBRIC

3 Points: Throughout the entire text there is evidence of the writer's using language choices and order for effective style, tone, and expression of meaning. The text uniformly conveys an impression of correctness, with few, if any, errors. Errors that occurs may appear as a consequence of risk-taking in language use. The writer consistently:

- ➤ uses varied sentence formation to create style and tone and to enhance meaning
- ➤ uses language choices to create style and tone and to enhance meaning
- ➤ demonstrates correct usage, punctuation, spelling, and capitalization

2 Points: Through much of the text there is evidence of the writer's using language choices and order for effective style, tone, and expression of meaning. The text generally conveys an impression of correctness. The errors that occur may be of one or two types and occur infrequently. Sometimes errors that occur may appear as a consequence of risk-taking in language use. The writer frequently:

- ➤ uses varied sentence formation to create style and tone and to enhance meaning
- ➤ uses language choices to create style and tone and t enhance meaning
- ➤ demonstrates correct usage, punctuation, spelling, and capitalization

1 Point: In portions of the text there is evidence of the writer's using language choices and order for effective style, tone, and expression of meaning. Errors of several types may occur, and may be repeated. Errors do not appear to be the result of risk-taking. The writer sometimes:

- ➤ uses varied sentence formation to create style and tone and to enhance meaning
- ➤ uses language choices to create style and tone and to enhance meaning
- ➤ demonstrates correct usage, punctuation, spelling, and capitalization

0 Points: In little or none of the text is there evidence of the writer's using language choices and order for effective style, tone, and expression of meaning. The text conveys an overall impression of being error-ridden. Errors of many types may occur repeatedly. Errors do not appear to be the result of risk-taking. The text may be so brief that there is limited evidence of effective language use. The writer rarely or never:

- ➤ uses varied sentence formation to create style and tone and to enhance meaning
- ➤ uses language choices to create style and tone and to enhance meaning
- ➤ demonstrates correct usage, punctuation, spelling, and capitalization

Codes:

A: Blank — There is no response.

B: The writer's response is off-task and/or off-topic. It does not address the question that was asked.

C: Unscorable — The writer's response cannot be read (e.g., it is illegible, incomprehensible).

D: Copied from test text.

GENERIC RUBRIC FOR READING ACTIVITIES

Note: The scoring criteria are applied as cued for or required by the activity. Not every activity cues for all the possible behaviors described in the generic rubric. Thus the scoring guide for specific activities can stop at different points. For some activities, the scale will shift by one point downwards. It is possible in some instances for this rubric to be applied across more than one activity in a task, in which case the scorer would determine which score point description generally characterizes the responses being considered.

0 = No evidence of construction of meaning.

1 = Some evidence of constructing meaning, building some understanding of the text. Presence of defensible, and possibly some indefensible, information.

2 = A superficial understanding of the text, with evidence of constructing meaning. One or two relevant but unsupported inferences.

3 = A developed understanding of the text with evidence of. connections, extensions, or examinations of the meaning. Connections between the reader's ideas and the text itself are implied. Extensions and examinations are related to the text but explicit references to the text in support of inferences are not present. When more than one stance is possible, the response may remain limited to one stance.

4 = A developed understanding of the text with evidence of connections, extensions, and examinations of meaning. Connections between the reader's ideas and the text itself are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. When possible, the response indicates more than one stance or perspective on the text; however, only one stance is substantially supported by references to the text.

5 = A developed understanding of the text with evidence of connections, extensions, examinations of meaning and defense of interpretations. Connections between the reader's ideas and the text itself are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. When possible, the response indicates more than two stances, all substantially supported by references to the text.

6 = A complex, developed understanding of the text with evidence of connections, extensions, examinations of meaning, and defense of interpretations. Connections tween the reader's ideas and the text itself are explicit. Extensions and examinations are accompanied by explicit references to the text in support of inferences. Responses indicate as many stances as possible, based on the activity, all substantially supported by references to the text. These responses reflect careful thought and thoroughness.

Codes:

A: Blank — There is no response.

B: The writer's response is off-task and/or off-topic. It does not address the question that was asked.

C: Unscorable — The writer's response cannot be read (e.g., it is illegible, incomprehensible).

D: Copied from test text.